

SAN LEANDRO UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

Prepared by:
Family and Student Support Services Department in Collaboration with
Boys & Girls Club of San Leandro

2600 Teagarden St.
San Leandro, CA 94577
510-667-3567

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www.slusd.us

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: San Leandro Unified School District

Contact Name: Emily Nathan

Contact Email: enathan@slusd.us

Contact Title: ELO-P Manager

Contact Phone: 510-667-3567

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Bancroft Middle School
2. Garfield Elementary
3. Halkin Elementary
4. James Madison Elementary
5. James Monroe Elementary
6. Jefferson Elementary
7. John Muir Middle School
8. McKinley Elementary
9. Roosevelt Elementary
10. Washington Elementary

All ELO Program offerings will be located on the school site.

This Expanded Learning Opportunity Program (ELO-P) Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

Governing Board Approval Date: February 10, 2022

Review/Revision Date: April 15, 2025

1—Safe and Supportive Environment

Physical Safety:

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Our primary goal is providing a safe, nurturing environment in which youth can experiment with learning, develop their potential and grow. The San Leandro Unified School District and Boys & Girls Clubs of San Leandro (BGCSL) Expanded Learning Opportunities Program prioritizes a nurturing and secure environment for students to thrive academically, socially, and emotionally.

1. **On-Site Programs:** All Expanded Learning Opportunities Programs will be hosted directly

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at school sites; BGCSL ensures familiarity and comfort for students. Being in a familiar environment reduces anxiety and promotes a sense of security and belonging.

2. **Middle School Expanded Learning Intersession Programs:** During the summer, additional middle school programs may be offered at the BGCSL Clubhouse. This transition to a different location is managed with care, ensuring that the same standards of safety and support are maintained.
3. **Quality Staff and Staff Training:** BGCSL employs trained and experienced staff who prioritize creating a safe and inclusive space. Staff members undergo background checks and receive First Aid, CPR, AED and bloodborne pathogens training. Specialized training in safety protocols, youth and child development, social-emotional learning, conflict resolution, and strategies to create supportive environments for all students. Annually the Site Based Leadership participates in SLUSD staff development facilitated by SLUSD Director of Safety and Emergency Preparedness to ensure alignment between the day time and after school safety and emergency protocols.

The BGCSL staff training program follows a structured framework designed to maintain high-quality standards and it's recognized that continuous improvement is essential to effectively support students. The training model is adaptive, incorporating feedback from staff, students, and families, as well as emerging trends in education and youth development. Staff and partner feedback, incident reports trends, and program assessments inform adjustments to training content and delivery methods

As part of our commitment to quality staffing, BGCSL created and implemented the Site Safety & Operations Coordinator (SSOC) position in summer of 2024. This role is essential to supporting our Expanded Learning Opportunities Programs. The SSOC is pivotal in ensuring seamless day-to-day operations of the afterschool program prioritizing the safety of staff and students. The SSOC position is responsible for administering and implementing BGCSL, School Site, and District-Wide policies.

The BGCSL Director of Club Safety and Operations coordinates and facilitates on-going professional development for site based staff. Examples of the training include: review of safety policies, protocols, and radio etiquette, mandated reporting, incident reporting and emergency preparedness policies, processes and communication tools. In addition BGCSL collaborates with SLUSD Director of Safety and Emergency Services on site based safety protocols, emergency plans and compliance.

4. **Structured Activities and Enrichment:** The program offers a structured schedule with a variety of activities tailored to engage and support students. These activities include academic support, enrichment classes, recreational sports, arts and crafts, and team-building exercises. Clear expectations and routines provide stability and predictability, fostering a sense of security.
5. **Safety Protocols:** BGCSL implements efficient safety protocols to ensure the physical well-being of students. This includes active supervision and maintaining proper student-to-staff ratio and adherence to health and safety guidelines. BGCSL implements a system for reporting safety concerns, incident response and escalation and activating emergency preparedness procedures. In addition an opening/closing process and daily facility safety walkthrough is upheld. BGCSL participates annually in the required National Safety Assessment. Programs practice the required drills in alignment with the school day requirements and protocols. Additionally, SLUSD provides each program with a district radio in order to provide access and communication to school and district leaders.

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6. **Maintenance of Health Records:** BGCSL registration requires Parents/guardians to disclose any medical conditions, allergies, or health issues that may impact their child's well-being during their participation in BGCSL programs. Furthermore, it is the responsibility of the parent/guardian to complete BGCSL medication authorization forms, provide any necessary medications, along with additional supplemental documentation to enable BGCSL staff to administer appropriate care.

Emotionally Safe & Supportive:

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

7. **Multi-Tiered System of Supports (MTSS) Support & Guidance:** BGCSL created a new position called, MTSS Coordinator. The MTSS Coordinator will provide behavioral support strategies for students with high-need behaviors. This role includes conducting behavior observations, developing "Support Plans," consulting on the implementation of these plans, and training staff in positive behavior management. The role also involves facilitating support meetings and collaborating with BGCSL Program & Learning to develop professional development training on best practices for staff.
8. **Positive Relationships:** Our program emphasizes building positive relationships between students and staff members. Site based staff offer guidance, support, and encouragement, creating a sense of belonging and trust among participants.
9. **Continued Professional Development:** BGCSL plans to expand safety trainings to address:
- Classroom Culture with the goal of fostering a positive culture and preventing the need for de-escalation interventions.
 - Reframing behavior to prevent disruptive behavior.
 - De-escalating disruptive behavior.
 - General emotional first aid.
10. **Community Partnership:** BGCSL collaborates with community organizations and resources to enhance the support available to students. This holistic approach addresses the diverse needs of participants and strengthens the overall safety net. By integrating these elements, the BGCSL Expanded Learning Opportunities Program creates a nurturing environment where students can explore, learn, and grow with confidence and create great futures.
11. **Family Engagement** - Families play a significant role in supporting their children. The term "family" is meant to refer broadly to adult caregivers involved in a young person's life. This could include biological, adoptive, foster parents, grandparents, aunts and uncles, adult siblings and even trusted adults in the community. Such caregivers can bridge gaps between home, school and the community. Therefore, it is vital for ELO-P professionals to reach out and meaningfully involve the families of their members. Families should feel comfortable working with programs to actively support their children's learning and development. Successful family and caregiver engagement is based on the following key principles: 1. Strong relationships built on trust and respect 2. Open, two-way communication 3. Equal partnership 4. Cultural responsiveness 5. Intentionality

Programs host a variety of family nights, including specific observances or holidays offering opportunities for families to showcase their culture and traditions and to celebrate their students and community. Programs are continuing to build their capacity to offer additional

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opportunities for families to gather, including potlucks, game nights and parent/guardian workshops.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The San Leandro Expanded Learning Opportunity Program (ELO-P) is dedicated to active implementation of researched-based program design, instructional strategies, and best practices for multiple dynamics of our population (i.e. those performing below grade level, special needs, English Learner, poverty and other socio-economic impacts, and learning styles). Enrichment programs will incorporate Social Emotional Learning, Project Based Learning, engaging and hands-on activities.

The Expanded Learning Opportunities Programs are committed to offering a balanced mix of academic support, physical recreation, community building, and enrichment activities. By providing these diverse opportunities, we ensure that students have the chance to develop holistically, supporting their growth as well-rounded individuals. Our program is designed to complement the instructional day, adding value to the students' educational experiences without duplicating the efforts of the school day. This comprehensive description highlights how the BGCSL program supports active and engaged learning through various components, ensuring students receive a well-rounded and enriching experience.

1. **Academic Support through Power Hour:** All sites include designated time for homework assistance, tutoring, academic skill-building and high-yield learning activities. Academic support is based on grade level standards and encourages students to become self-directed learners. Staff provide individualized and small group support to help students with their assignments and reinforce key concepts. Programs are designed to offer students dynamic avenues for active and engaged learning and relevant content complementing their instructional day without duplicating it.

SLUSD & BGCSL is striving towards Power Hour including a daily read-aloud for TK-5th grade students facilitated by program staff. Additionally, English Language Learner students will participate in small group support. The middle school sites will collaborate with SLUSD leadership to utilize Renaissance Learning data in order to create learning groups during Power Hour.

SLUSD is recruiting teachers to serve in an Academic Liaison role. The purpose of the After School Academic Liaison is to strengthen and support the academic alignment between the school day and after school program. The goal is for each program to work with an Academic Liaison from their school site. This role will provide hands-on coaching, modeling, liaison between the school day and after school staff, enhance homework help, academic support, communication and collaboration.

2. **Hands-on Experience:** The program will feature hands-on activities and projects that encourage students to apply what they learn in the classroom to real-world situations, such as STEAM experiments and creative art projects.
3. **Enrichment and Club Activities:** The program offers a variety of enrichment focusing on areas that include music, dance, theater, sports, coding, ceramics, skateboarding, STEAM projects, cooking and more. The enrichment classes provide opportunities for students to explore their interests, develop new skills, and cultivate passions beyond the scope of their

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regular curriculum. On-going enrichment classes will culminate in an end of the semester either site based or district wide showcase.

4. **Field Trips:** To supplement daily offerings, the ELO Program will schedule field trips to locations such as museums, local libraries, regional parks and recreational outings. These outings allow students to deepen their exposure and understanding of real-world concepts in a hands-on, immersive setting.
5. **Technology Integration:** Recognizing the importance of technology in the 21st-century learning landscape, the program incorporates digital tools such as Chromebooks, Promethean boards, ipads and other technological resources to enhance the learning experience and engage students in innovative ways.
6. **Project-Based Learning:** Through project-based learning activities, students will collaborate with their peers to tackle real-world challenges, conduct research, and develop innovative solutions. This approach fosters critical thinking, problem-solving skills, and teamwork while providing a meaningful context for learning.
7. **Triple Play/Fitness:** Triple Play is implemented daily and offers a balance of physical activities, nutrition education and promotes healthy habits. Within this program, students can engage in recreational games that instills teamwork, physical fitness, and stress relief. Additionally, Triple Play often incorporates elements of academic learning, such as math games or trivia quizzes related to health and wellness.
8. **Community Building** - Community Circles utilizes a youth development approach for students to come together and build strong, positive relationships with their peers and program staff. During this time, students engage in group discussions, team-building exercises, and community service projects. This component fosters a sense of belonging and community, encouraging students to develop empathy, leadership skills and a commitment to their community.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The Expanded Learning Opportunities Programs provide opportunities for students to develop and experience their skills through a variety of options. The opportunity to build and practice their skills in the after school setting will contribute to their overall success and confidence in school and beyond. By working and collaborating with site based staff and families the activities adopted by the program leads are aligned with their schools needs, priorities and areas of interest.

We will support students' **social-emotional skill-building** through the following activities:

- Community building games
- Collaborative projects
- Opening circles
- Triple play curriculum
- Team games and sports
- Civic and character development and service learning projects

We will support students' **academic skill-building** through the following activities:

- Support with homework completion
- Math games
- ELA games

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- Reading through silent reading, read-alouds and buddy reading
- School readiness activities (TK/K)
- Study habit practices

We will support students' **self-advocacy and critical thinking skills** through the following activities:

- Student driven enrichment offerings, clubs and activities
- Character development curriculum such as Youth of the Year
- Student leadership opportunities

We will support the **development and confidence in visual and performing arts** through the following activities:

- one time hands on activities
- on-going enrichment classes that culminates in site based and/or district wide enrichment performances
- provide a wide variety of opportunities

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Youth voice and leadership is highly valued and cultivated in the Expanded Learning Opportunities Programs.

Youth Voice:

Students in the program have opportunities to share their viewpoints, concerns and interests in various capacities, for example; including the option to select their program activity,

- Clubs/Enrichment - students provide input on the types of clubs and subject areas they would like to learn about. Students then choose which club and enrichment they would like to participate in
- Students are given the opportunity to pitch and plan an activity they would like to co-facilitate or lead
- Fun Fridays - every Friday students choose which activity they would like to join

Programs have systems to recognize and honor youth participation and leadership.

- Each program selects a student of the month and they are featured in the program newsletter.
- The monthly program newsletter includes a "moment of impact" in which a student success story is described.
- Every program selects a Youth of the Year who is celebrated and honored community wide.

Youth Input:

The SLUSD ELO-P Manager annually facilitates student focus groups in at least 50% of the programs. The information collected is shared with BGCSL Leadership along with program implementation recommendations.

The National Youth Outcomes Initiative (NYOI) survey is administered by BGCSL annually to current participants ages 9 and up. The survey is anonymous and allows youth an opportunity to give feedback about their expanded learning experience. NYOI is also a way to measure the youth's experience within the following categories: Program Experience, Safety, Academic Success, Healthy

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Lifestyles, Social and Emotional Development. The data collected is then used to improve the program experience, program quality, and youth outcomes at each site.

BGCSL's goal is to incorporate some or all of the examples of Youth Leadership listed below at multiple programs.

Youth Advisory & Peer Mentoring

Implement an informal youth advisory group to provide input and ideas about student interests, program structure, enrichment choices, service learning projects and peer problem-solving strategies.

Youth Leadership Committee/Club

The purpose of this committee is to align youth voice and needs with best practices, policies, logistics, and day to day operations. The committee may include a President, Vice President, Event Coordinator, Site Logistic Coordinator and Safety Monitor. Their responsibilities include the following:

- Coming up with topics for student-wide assemblies (what's trending at the school, in the community, etc.)
- Receive and help implement findings from group surveys (students needs and goals for the school year, etc.)
- Propose new ideas for clubs, enrichments, activities, events, etc.
- Support other committees with their goals and daily initiatives
- Community Service Activities, such as fundraising, supporting PTA and ELAC meeting and school events

Youth ToolBox Club:

The purpose of this committee is to support members socially and emotionally throughout the day to enable them to self-resolve conflicts. The club focuses on students developing skills that will allow them to be more Independent and build effective communication skills. The idea is to do so using various SEL Tools (Garbage Can, Breathing Tool, Etc.).

Responsibilities:

- Wearing lanyards with Tools displayed
- Supporting recess and transitions by modeling the TOOLS (with a focus on the "Tool of the Week")
- Observing and reporting to Leadership Committee on trending behaviors that need to be supported through an assembly and tool implementation

Youth Healthy Habits Crew:

The purpose of this crew was to model physical and emotional habits that will enable members to be responsible, respectful, and physically fit. This group consisted of a team of 3 members per group. Their responsibilities consisted of the following:

- Carry music speaker during laps to hype up other members
- Encourage friends and peers to participate in daily challenges
- Help and lead exercise stations
- Remind members of nutrition expectations (no soda, hot chips, candy, etc. during program)

Youth Clean Up Crew:

The purpose of this crew is to ensure students are respecting the spaces used by keeping them clean. Responsibilities are as follows:

- Retrieving items at the end of day from the lost and found
- Modeling cleanliness after transitions

SMART Girls:

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Smart Girls is a BGC curriculum that includes small-group health, fitness, prevention/education and self-esteem enhancement designed to meet the developmental needs of girls. Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, receiving good health care and developing positive relationships with peers and adults.

Passport to Manhood:

Passport to Manhood is a BGC program, first released in 1999, which has been implemented by thousands of BGC staff to guide youth on their journey from adolescence to adulthood. The program gives young people practice in making healthy decisions related to their physical, cognitive, emotional and social development. As they build and practice life skills for decision-making, conflict resolution and healthy relationships, youth learn the essential attitudes, values and skills they need to become responsible adults

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

In alignment with SLUSD and BGCSL vision, the Expanded Learning Opportunities Program is designed to provide multiple opportunities for students to engage in healthy choices and behaviors. Program staff are trained to foster an inclusive environment where all students feel welcomed and supported, encouraging them to make positive choices.

SLUSD Food and Nutrition Services works closely with our expanded learning staff to guarantee healthy options and to provide snacks that meet state and federal nutritional requirements based on the USDA Dietary Guidelines. SLUSD Food and Nutrition Services provides food to all Expanded Learning Program sites. Some examples of the daily healthy snacks are:

- Animal Shaped Whole Graham Crackers
- Whole Grain Cheez-its
- String Cheese
- Granola Bars
- Apple/Berry Berry 100% Juice

Food and Nutrition Services also provides super daily at Bancroft, Halkin and John Muir. We are currently working towards expanding the super program to additional sites. In addition, SLUSD Food and Nutrition services provides breakfast, lunch and snack items for all 30 intersession days.

Healthy Lifestyle Activities includes Triple Play, which is BGCSL's comprehensive health and wellness program. The program is designed to improve the overall health of members, by increasing their daily physical activity, promoting good nutrition and supporting the development of healthy relationships.

- The "Body" component promotes being physically active through a variety of games, cooperative activities and team sports that develops a young person's skills, confidence and motivation to be physically fit.
- The "Mind" component is Healthy Habits, which focuses on making good food choices that support a healthy eating pattern. This targeted program is made up of interactive practical activities that develop a young person's motivation to eat healthy for life.
- The "Soul" component emphasizes the social and emotional development of students to promote healthy relationships. It builds cognitive and behavioral skills through cooperative and group based activities.

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- Each site has a Wellness Corner which aims to provide a space where students can take a break, manage stress, engage in self-care practices and to develop coping mechanisms.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

San Leandro Unified School District focuses on ensuring that all expanded learning programs create environments in which students experience values that embrace diversity and equity. We do this by creating a culture of belonging at each program. We offer and provide accessible enrollment opportunities, especially for our targeted populations. Our ELO-P is designed to prioritize our traditionally underserved students; specifically students who meet the following criteria: English Language Learners, students who qualify for free and reduced priced meals, Foster Youth and Housing Insecure.

1. BGCSL states their commitment to diversity and equity through outreach materials and policies. ELO-P will create a welcoming environment by representing the diversity of the participants through program materials, pamphlets, activities and classroom displays
2. ELO-P staff will work with their respective sites to provide support for students with disabilities. Staff work closely with SLUSD SPED Department, site based case managers and 504 coordinators to ensure appropriate accommodations are in place for students. Additionally ELO-P staff are often invited to attend SST and IEP meetings.
3. BGCSL works actively to recruit and hire staff that reflects the students and the community being served.
4. SLUSD communication is through the Aeries Parent Portal (SLUSD Student Data Base), Parent Square (SLUSD communication platform), SLUSD website and emails in multiple languages.
5. BGCSL will distribute program newsletters & fliers, parent orientations, phone calls, and in person meetings in English, Spanish and Cantonese. In Addition, parents/caregivers are provided an onboarding experience in which they can meet staff, ask questions, communicate concerns and explore opportunities to become involved.
6. Programming is designed to be culturally responsive and relevant for families. Students have an opportunity to share their diverse backgrounds through end-of-year programs such as; talent shows, enrichment showcases, family potlucks and multicultural festivals. These activities provide ways for students to share their diverse backgrounds, languages and culture.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

A key component of BGCSL commitment to offering enriching experiences is dependent on ensuring high caliber staff members are hired.

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Selective Hiring Process: The BGCSL has a comprehensive hiring process. They begin by identifying position needs, creating detailed job descriptions and tapping into external benchmark tools to assess similar roles and determine salary ranges. BGCLS recruits internally and externally by utilizing job boards, engaging with recruitment agencies when needed, attends job fairs, collaborates with local colleges/universities and advertises on social media. The hiring team focuses on recruiting talented individuals who are passionate about working with youth by selecting candidates that exhibit dedication, experience and a commitment to the program's goals.

The ELO-P Manager and BGCSL partner to connect and vet local community-based organizations to provide a variety of high-level quality specialized enrichment classes. Principals and Program Managers select classes based on student and family requests and availability of classes. BGCSL then subcontracts with outside providers to build capacity and create partnerships with those community agencies that are the best fit for SLUSD. The teaching artists and coaches who instruct students on site are professionally trained and experts in their specialty.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All staff are required to meet SLUSD Instructional Aide Hiring Requirements, candidates must demonstrate knowledge and the ability to assist with instruction by meeting one of the following criteria:

- High School Diploma or Equivalent
- Possession of an Associate's Degree or higher
- Completion of 48 semester college units
- Passing a minimum proficiency exam - SLUSD accepts the certification card from Alameda County office of Education (ACOE) if the candidate has passed their exam

In Addition:

- Criminal Justice Fingerprint/Background
- TB Clearance
- CPR Certified

All programs consistently maintain a 10:1 ratio for the Transitional Kindergarten and Kindergarten groups and a 20:1 ratio for 1st - 8th grade groups. BGCSL maintains a list of substitutes as needed. Additionally site leads are available if needed to maintain required ratios.

The hiring steps include screening applications, phone interviews, multiple rounds of in-person interviews including hiring managers and site based staff and reference checks. By prioritizing the candidate's experience from start to finish through timely responses and tailored questions, BGCSL ensures that candidate's are able to speak to their strengths and experience or lack thereof. Selected questions also aid hiring staff in identifying candidates with a growth mindset which allows for coaching new staff to excellence.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

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1. SLUSD Provided Professional Development: SLUSD has developed an intentional strategy of developing and supporting a culture of excellence through a consistent, professional development program for both veterans as well as new staff for all our ELO Program providers. The purpose of this joint approach is to create a consistent framework for students as they transition from the school day to after school. Professional development is coordinated by our Educational Services Division, who collaborates with the ELO-P Manager to align the Extended-Day Program with the instructional day and district wide initiatives. Some examples of of this include;
 - BGCSL Program Staff attend the beginning of school 'Welcome Back Rally' and School Site Staff meetings.
 - BGCSL Program Based Leadership attend District Wide Professional Development in October and March.
 - BGCSL Program Based Leadership attends a "Spotlight Meeting" 5-6 times throughout the school year facilitated by the ELO-P Manager focusing on school based initiatives.
 - ◆ Spotlight Mtgs. topics & facilitators have included;
 - Emergency Training by SLUSD Director, Safety & Emergency Services
 - PBIS & MISS Professional Development by SLUSD Coordinator of Education Services
 - Suicide Prevention Training by SLUSD Coordinator of Education Services
 - Universal Design for Learning by SLUSD Director, Teaching, Learning & Educational Equity
 - School Data Review by SLUSD Director, Assessment & Accountability
2. Comprehensive Training: Once hired, staff members undergo a comprehensive onboarding process that impresses the values of BGCSL and SLUSD to ground the workforce in "The Why" of their role. Staff alignment to the mission creates an eagerness to learn and grow among young professionals who are excited to build careers in education. Furthermore, the one week onboarding experience includes workshops, collaborative learning, facilitation practice and hands-on experiences designed to enhance their ability to facilitate learning and create a positive environment. Staff are introduced to research backed best practices on supporting young people's social-emotional development and how to promote positive behavior that has meaningful impact on the child while in afterschool program and beyond.
3. Ongoing Support and Development: BGCSL recognizes the importance of continuous improvement and maintains a dynamic Learning and Development Department that focuses on professional development for all site staff. All site staff are expected to engage in learning sessions multiple times each semester and site leadership staff work with the Learning & Development team every month on specific growth areas in response to program needs. All staff have a clear understanding of when both optional and required professional development opportunities are available through a published Professional Development calendar and receive ongoing communication about upcoming opportunities. Finally, the L&D team delivers onsite professional development to ensure that each unique site has opportunities to develop their capacity in meeting the unique needs of each site and each student.
4. Region 4, Alameda County Office of Education, State and Nationwide Professional Development Opportunities: BGCSL administration and line staff have the opportunity to participate in ongoing Region 4 and California After School Network professional development and Boys and Girls Club Regional and National conferences.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

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The following extended learning program vision and goals were developed from a comprehensive needs assessment.

Vision:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youths, homeless and other socioeconomically impacted students
- Provide high quality STEAM experiences that align with Common Core State Standards, NGSS standards and project-based and inquisitive-based learning
- Provide Social Emotional Learning (SEL) programs that focus on developing the academic, social, emotional and physical needs
- Provide extended learning educational and enrichment programming that connects Common Core State Standards and connects to and expands computer and visual/performing arts experiences
- Engage students in healthy choices, wellness and physical fitness activities
- Relevant student data is collected through SLUSD's technology department and our Renaissance and FastBridge Database. Student subgroup data, as relevant to closing the achievement gap, is gathered from the upcoming Smarter Balanced results, and The English Language Proficiency Assessments for California (ELPAC). Data will also be collected through parent, student and staff surveys.

Purpose: To provide high quality expanded learning opportunities including enrichment, recreation, academic support, intervention and community connections for all TK-8 SLUSD students.

Mission:

The Expanded Learning Programs provide high quality academic support, cultural enrichment and recreation from the time the traditional school day ends until 6:00 pm during the academic year .

Four Major Components

1. **Academic Support** - The academic component supports academic success by creating links to classroom learning by offering homework support, small group or individual tutoring, and mentoring.
2. **Enrichment Opportunities** - The enrichment component offers both traditional and non-traditional activities designed to build knowledge and enhance creative expression.
3. **Recreational Activities** - We encourage personal growth through competitive and non-competitive sports by building teamwork and a healthy competitive spirit, developing relationships, and having fun.
4. **Community Building** - The Expanded Learning programs foster a sense of community among students with a youth development model with a focus on serving the social-emotional needs of students.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

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We use a variety of methods to identify the needs and hopes of our key stakeholders in order to best serve the students of SLUSD. This includes, but is not limited to, reviewing site based and district wide student data, the most current LCAP and the SLUSD strategic plan and utilizing student, parent/guardian and staff surveys. Relevant student data is collected through SLUSD's technology department and our Renaissance and FastBridge Database. Student subgroup data, as relevant to closing the achievement gap, is gathered from the upcoming Smarter Balanced results, and California English Language Development Testing. Data will also be collected through parent, student and staff surveys.

The SLUSD ELO-P Manager conducts yearly surveys of our participating families, site principals, and the Boys and Girls Club Site Based Leadership. There is also a goal to facilitate Student Focus Groups consistently to gather data on perceptions of the program's impact on student learning from the learner.

Each school has a designated Site-based Program Manager who makes themselves accessible for any direct parent/guardian feedback to address concerns. Each site principal is also available to receive feedback from parents about the program to share with the Boys and Girls Club Leadership. Additionally, families can provide feedback to the Director of Expanded Learning for the Boys and Girls Club; their contact information is on the website. Lastly, Stakeholders are encouraged to provide feedback to the SLUSD ELO-P Manager.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

SLUSD believes the leading factor of our expanded learning program success is building connections. Fostering relationships with a caring adult and creating a space for them to grow socially, emotionally and physically in a safe and nurturing environment is key to a high quality enriching program.

Our primary partner is the Boys & Girls Club of San Leandro (BGCSL); we are currently contracting with BGCSL to staff, run, coordinate and facilitate the day to day operations of the ELO-P Programs. The mission of the Boys & Girls Clubs of San Leandro is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. The SLUSD ELO-P Manager consistently serves as a liaison between the BGCSL and the district and works closely with BGCSL in the development and implementation of daily programming. Additionally SLUSD and BGCSL collaborated to update this program plan.

Strategies and enhancements have been created to ensure BGCSL and SLUSD staff partner and collaborate to align the school day, for example;

- The BGC Program Manager and Principal participate in a weekly or bi-weekly Standing Meeting
- The BGC Program Manager is invited to attend monthly staff meetings
- BGC staff are encouraged and supported to participate in ongoing classroom visits
- BGC staff often attend and support school wide events

SLUSD partners with and supports BGCSL capacity to subcontract with multiple Community Based

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Organizations and Individual Community Partners to provide high quality enrichment opportunities for students including;

- Girls on the Run
- Destiny Arts Center
- Rob Skate Academy
- America's Next Talented Stars (ANTS)
- Ballet Folklórico Costa de Oro
- Science on the Court
- Generation Music
- Get Empowered
- Pallens Martial Arts

The SLUSD ELO Programs also collaborate with the San Leandro Education Foundation to provide diverse and quality enrichment opportunities.

SLUSD partners with BGCSL to refer students and families to other Community Based Organizations Resources including;

- Native American Health Center (NAHC)
- East Bay Agency For Children (EBAC)
- Wellness Together

Internally SLUSD provides access and collaboration with the McKinney Vento Program Coordinator and Site Based Parent Facilitators to best support our students and families. This connection often leads to supporting families with program registration and ability to best serve our priority families.

SLUSD & BGCSL are supported by the Alameda County Office of Education Region 4 leads and the California Afterschool Network when needed. The ELO-P Manager & BGCSL After School Leads participates in monthly meetings, office hours and professional development to stay abreast of best practices and policies.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Director of Family and Student Support Services and the Expanded Learning Opportunities Program Manager at the District level will monitor the incorporation of best practices and strategies from a Capacity Building model.

Assessments of progress will include;

- Program staff will continuously monitor program effectiveness
- The SLUSD ELO-P Manager participates in weekly site visits
- The weekly or bi-weekly site based Principal and Program Manager meeting will include ongoing discussion & assessment of alignment, collaboration and parent/family feedback.
- Continuous Quality Improvement (CQI) will be assessed yearly.

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- The SLUSD ELO-P Manager will conduct yearly surveys of participating families, Principals, BGC Site Based Leadership and conduct Student Focus Groups to determine perceptions of the program's impact on student learning.
- SLUSD will monitor program attendance and participation.
- BGCSL will disseminate parent/guardian surveys after each intersession (non-school day programming).
- BGCSL ELO Program Staff will collect data from youth through pulse checks and monthly feedback sessions to receive input from youth on program elements that are working and not working so that youth voice is incorporated in regular program assessments to improve quality.

BGCSL Continuous Quality Improvement (CQI) process includes three key assessment tools designed to ensure program effectiveness, safety, and participant satisfaction.

1. BGCA Safety Assessment Tool – Assesses the physical safety of the agency and site-based programs by reviewing policies, procedures, and the physical environment to ensure compliance with safety standards.
2. Youth Program Quality Assessment (YPQA) – A point-of-service tool that measures student experiences during program hours, focusing on engagement, instructional quality, and overall program effectiveness.
3. BGCA National Youth Outcome Initiative (NYOI) Surveys – Collects feedback from youth, parents, and staff to assess satisfaction with program offerings, relationships, and engagement, ensuring programs align with participant needs.

The Director of Program Design and Curriculum will oversee the implementation and training required to facilitate the CQI process. This process is multi-faceted, involving site leadership, organizational leadership, and collaboration with district partners to ensure continuous improvement and alignment with best practices.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

BGCSL manages and oversees enrollment and registration for the after school program, intersession and additional enrichment offerings. Parents/Guardians are provided [Step by Step Directions](#) to guide them through the enrollment process. Additionally the registration/enrollment information is outlined on the SLUSD website; [After School Expanded Learning Programs](#). Parents and Guardians can access the [BGCSL 2024-25 Expanded Learning After-School Program Parent Handbook](#) from both the [SLUSD](#) and [BGCSL Website](#).

SLUSD takes attendance tracking very seriously. Policies and procedures have been developed to ensure attendance is properly taken and recorded. Below is an overview of the System in Place:

	Attendance Task	Responsible Party	Process	Frequency
1.	Oversee Attendance Tracking	Site-based Program Managers (PM)	Oversee attendance process at their respective programs	Ongoing

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2.	Print Attendance Sheets	PMs	Attendance sheets are printed	Daily
3.	Sign-in/Sign-out Tracking	Program Staff, Parents/Guardians & Middle School Students	Sign in and out with recorded times	Daily
4.	Review Sign-in/Sign-out Sheets	Site Safety & Operations Coordinator (SSOC)	Review sheets for errors and discrepancies; make corrections if needed	Daily
5.	Compile Sign-in/Sign-out Sheets	SSOCs	Compile daily records into a report	Weekly
6.	Review & Submit Weekly Reports	PMs & SSOCs	Submit report through BGCSL's data system	Weekly
7.	Monthly Data Audit	BGCSL Grant Compliance & Partnership Manager	Collect attendance, audit accuracy and ensure data is entered into Salesforce	Monthly
8.	Submit Monthly Reports	BGCSL Grant Compliance & Partnership Manager	Submit reports to SLUSD ELO-P Manager	Monthly
9.	Maintain Attendance Records	SLUSD ELO-P Manager	Organize tally sheets by school and month for Quarters 1 & 2	Quarterly
10.	Record Retention	BGCSL & SLUSD	Maintain program records for auditing purposes	5 Years

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

SLUSD contracts 85% of the ELO-P funding to the Boys and Girls Club to facilitate the day to day operations of the After School Expanded Learning Program. The remaining 15% is used for facilities, oversight, professional development and to fund the academic liaison role.

Category	% of ELO-P Grant
Academic Support and Alignment	.9%
Boys & Girls Club Contract	85%
Site Based Facility Costs	4.5%
Supervision and Professional Development	9.6%

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Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The ELO Programs will be managed through three tiers.

- **The first management tier** in San Leandro Unified includes our Business and Operations Division and our Administrative Services Division. The Family and Student Services Department will oversee operational program logistics led by the Director of Family and Student Support Services and managed by the Expanded Learning Opportunities Program Manager. The role of the ELO-P Manager is to maintain all fiscal records that meet local, state, and federal guidelines for public school districts, as well as those guidelines that govern the administration of Expanded Learning Opportunity program funding. This includes the processing of purchase orders and approval of contracted services agreements for the ELO programs.
- **The second tier** of support will be provided by the Expanded Learning Opportunities Program Manager that directly interfaces with the after school provider. The ELO-P Manager develops and monitors the grant budgets related to actual expenditure and the Business Office maintains all records of revenue and expenditures related to the grants and coordinates payments to the service provider. The ELO-P Manager is also responsible for creating and revising all program budgets, reviewing and approving all program expenditures. All requests for expenditures must follow a comprehensive request process before any formal documentation is filled out and submitted, including PO's, Supply Order Forms, etc. The ELO-P Manager maintains budget expense tracking records to ensure that spending is within the guidelines and within the budget amounts per object code.
- **The third tier** is through our after school provider Chief Program Officer at the Boys & Girls Club. We work closely to ensure all reports are completed and submitted within the due dates. Due dates of all reports are calendared at the beginning of each year to provide ample time for report preparation and submission. BGCSL distributes a Parent/Guardian Handbook to all participants, which is also posted on the SLUSD After School webpage. Policies, procedures and practices are outlined in this handbook and in the parent orientation meetings.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B)

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? x Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes x No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

To create one comprehensive and universal Expanded Learning Program, SLUSD in partnership with the Boys & Girls Clubs of San Leandro is using the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both ASES and ELO-P. One standard set of requirements and quality standards for continuous program improvement will ensure that there is a consistent framework of criteria and evaluation metrics for all programs. Thus ensuring that data developed and measurements of performance will provide an authentic outcome. In addition, the Expanded Learning Quality Standards will continue to guide professional development for all staff, processes for continuous quality improvement in programs and staff program implementation. All expanded learning programs staff will receive the same training, support and evaluation to ensure quality control and standardization across programs so that youth receiving programs and activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian requirements across all programs, is equally important as staff training and program implementation.

As we expand our reach across all District sites, we will invest in organizational infrastructure to ensure the proper fiscal management of all resources, while gaining efficiency in centralized purchase and inventory of grade appropriate curriculum to be delivered at all sites. Continued investments in implementation and management of equipment and safety protocols across all sites with a focus in the hiring and training of qualified staff to ensure the consistent delivery of quality academic and enrichment program services.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]).
Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children.
How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

BGCSL provides programming for students in TK & Kindergarten. The program runs from the end of the school day to 6 PM Monday – Friday and offers a variety of developmentally-appropriate recreational and language-rich activities. TK and Kinder staff members must meet the minimum qualifications, hiring requirements, and procedures for a SLUSD instructional aid. In addition, all

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staff will be First Aid and CPR certified.

A full time KinderClub Coordinator (KCC) position will be filled at all elementary school sites. The KCC oversees daily operations of the Tk-K program, focusing on delivering comprehensive, outcome-driven services. The KCC will partner with the Learning & Development Team to create a comprehensive onboarding training program for Tk-Kinder staff and will support training experiences, including assessments and feedback mechanisms.

BGCSL is contracting with SLUSD Adult School Early Childhood Development certified instructors to provide tailored professional development on topics including brain development, learning styles, social/emotional development, play based curriculum and curriculum development.

The 10:1 ratio will be maintained and a list of potential substitutes will be preserved.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Information about SLUSD After School Expanded Learning Programs, including the enrollment process is on the SLUSD [website](#), which can be viewed in multiple languages. Additionally, there are various avenues to access the after school page through the website. All information shared through SLUSD's student communication system, parent square, is also available in multiple languages. Furthermore, all SLUSD communication material is visually and linguistically representative of the community we serve.

Boys and Girls Club of San Leandro distributes all communication including program newsletters & fliers in English, Spanish and Cantonese. BGCSL states their commitment to diversity and equity through outreach materials and policies. The expanded learning programs create a welcoming environment by representing the diversity of the participants through program materials, pamphlets, activities and classroom displays.

Communication about enrollment, intersession and programmatic updates is relayed through BGCSL and SLUSD platforms. BGCSL is able to message all current participants while SLUSD has a wider reach and is able to inform district wide. Thus, parents/guardians receive communication from multiple platforms in order to assure connection and access.

BGCSL facilitates the enrollment for the expanded learning programs. The process is structured to ensure consistency, efficiency and a positive experience for SLUSD families. The enrollment steps are detailed on the [BGCSL Website](#). First-time participants must become Club members to apply, and existing members must renew their membership yearly. Once members receive a welcome email regarding membership, they can apply for the after-school program at their child's school. After they have finished the application process, they will receive an email confirming the application has been successfully submitted. A final confirmation of their child's registration into the after-school program will be issued within 5 days of the application submission.

BGCSL stores and maintains all of the enrollment and registration forms in their student information system. The digital form that parents/guardians complete requires a signature as well. Transportation is not needed as all Expanded Learning Opportunities Programs are hosted at each school site.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field Trips will be planned, coordinated and scheduled to supplement daily offerings and are aligned and planned with an academic element to provide the students with a rich learning experience. The ELO Program will schedule field trips to locations such as museums, local libraries, regional parks and recreational outings. These outings allow students to deepen their exposure and understanding of real-world concepts in a hands-on, immersive setting. The dates, exact locations and participating grade levels will be determined by the site based Program Manager. Field trips will take place during ELO-P hours. A variety of transportation will be used including public transportation and chartered buses.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Not Applicable

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the

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*instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.***

We are excited to offer Expanded Learning Opportunities for all students in TK-K. Our partnership with Boys & Girls Clubs of San Leandro provides us with the opportunity to continue strengthening our community and offer quality programs. Site based Program Managers are responsible for creating and implementing an age appropriate daily schedule.

Sample Schedules are below:

WEEKLY SCHEDULE: TK & KINDER

MONDAY, TUESDAY, THURSDAY, FRIDAY	
Time	Activity
1:50 - 2:00	Check-In
2:05 - 3:00	Power Hour
3:05 - 3:20	Recess
3:25 - 3:45	Snack
3:50 - 4:05	Jaguar Fitness
4:10 - 4:20	Bathroom Break
4:25 - 4:55	Read Aloud
5:00 - 5:45	Enrichment
5:45 - 6:00	Clean Up & Go Home

WEDNESDAY	
Time	Activity
11:40 - 12:00	Check-In
12:05 - 12:20	Recess
12:25 - 12:45	Enrichment #1
12:55 - 1:50	Power Hour
1:55 - 2:25	SEL Check-In
2:30 - 3:00	Snack
3:05 - 3:55	Recess
4:00 - 4:10	Bathroom Break
4:20 - 4:30	Jaguar Fitness
4:35 - 4:50	Read Aloud
4:55 - 5:25	Enrichment #2
5:30 - 6:00	Clean Up & Go Home

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WEEKLY SCHEDULE: 1ST - 5TH GRADE

MONDAY, TUESDAY, THURSDAY		FRIDAY	
Time	Activity	Time	Activity
2:10 - 3:00	Check-In/Recess	2:10-3:00	Check-In/Recess
3:00-3:30	Snack	3:00 - 3:30	Snack
3:30 - 4:30	Power Hour	3:30-4:30	Clubs
4:30-4:45	Recess	4:30-5:30	Free Choice
4:40 - 5:30	Enrichment	5:30-6:00	Pick-up
5:35 - 5:50	Clean Up time		
5:50 - 6:00	Pick-up		

WEDNESDAY	
Time	Activity
1:50-2:00	Check-In
2:00-3:00	Clubs
3:00 - 3:15	Snack
3:45 - 4:35	Power Hour
4:40 - 5:30	Enrichment
5:35 - 5:50	Read Aloud
5:50 - 6:00	Pick-up

WEEKLY SCHEDULE: 6TH-8TH GRADE

MONDAY, TUESDAY

Time	Activity
3:00 - 3:25	Sign in/Supper
3:25 - 3:30	Transition
3:30 - 4:00	Recess
4:00 - 4:40	Power Hour
4:40 - 4:45	Transition
4:45 - 4:55	Snack
4:55 - 5:00	Transition
5:00 - 5:45	Enrichments
5:00 - 5:45	Dismissal

FRIDAY

Time	Activity
3:00 - 3:25	Sign in/Supper
3:25 - 3:45	Town Hall
3:45 - 3:50	Transition
3:50 - 4:30	Recess
4:30 - 4:35	Transition
4:35 - 5:45	Friday Clubs
5:45 - 6:00	Dismissal

WEDNESDAY - THURSDAY

Time	Activity
2:00 - 2:25	Sign in/Supper
2:25 - 2:30	Transition
2:30 - 3:00	(W) Town Hall (TH) Team Builders
3:00 - 3:45	Triple Play
3:45 - 3:50	Transition
3:50 - 4:35	Power Hour
4:35 - 4:40	Transition
4:40 - 4:55	Snack
4:55 - 5:00	Transition
5:00 - 5:45	(W) Enrichments (TH) Clubs
5:45 - 6:00	Dismissal